

DOCUMENT RESUME

ED 146 734

EC 102 855

TITLE Gifted--Identification and Assessment: 1977 Topical Bibliography.

INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 77

NOTE 14p.; Exceptional Child Education Resources Topical Bibliography Series

AVAILABLE FROM The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 705)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Classification; Evaluation Methods; *Gifted; *Identification; Screening Tests; *Student Evaluation

ABSTRACT

Approximately 50 citations (1973 - 1976) are included in the annotated bibliography on identification and assessment of gifted children. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including Educational Resources Information Center number when appropriate) and a brief abstract. (CL)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED146734

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



Gifted—Identification and Assessment

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 705

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC102855

HOW TO USE THIS DOCUMENT

Each abstract contains three sections; bibliographic data, descriptors, and a summary of the document.

1. The bibliographic section provides:

- document identification number (EC)
- document order number if available (ED)

Documents with a six digit number after the designation ED are ERIC documents. These documents may be purchased from EDRS (see last page of bibliography for order form) if the EDRS availability listing (EDRS mf and/or hc) appears in the bibliographic section. Documents with N.A. after the designation ED are journal articles or documents from commercial publishers. They must be obtained directly from the journal editor, commercial publisher or source.

- title
- author
- publication date
- source or publisher
- EDRS availability

2. Descriptors indicate the subject matter of the document.

3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.

Clearinghouse accession number
08 refers to volume;
0056 refers to individual abstract.

Publication date

Author(s)

Title

Bibliographic citation
(journal, publisher, institute, etc.)

Name and address here indicate availability of the document from this source

Abstract

ABSTRACT 56

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.

Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

ED N. A. Sp.

No ERIC accession number available; i.e., document is not available through ERIC

Portion of accession number used to reference abstract in indexes

ERIC accession number Use when ordering from EDRS.*

Number of pages Use when computing cost of EDRS hard copy order.

Institution(s) and/or sponsor(s) of activity described

ERIC Document Reproduction Service availability listing*

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

Abstractor's initials

(abstract material deleted here for samples)

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

- AAESPH Review**, American Association for the Severely Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115
- *Academic Therapy**, 1539 Fourth Street, San Rafael, California 94901
- Adolescence**, PO Box 165, 191 Willets Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf**, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education**, 400 Maryland Avenue SW, Washington DC 20022
- American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015
- American Journal of Community Psychology**, Plenum Publishing Co., 227 W. 17th St., New York NY 10011
- **American Journal of Diseases of Children**, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency**, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing**, 10 Columbus Circle, New York, New York 10019
- **American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry**, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology**, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher**, 1906 Association Drive, Reston VA 22091
- Art Psychotherapy**, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523
- ASHA**, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014
- Assignment Children**, UNICEF, 7 Rue Eugene Delacroix, 75016, Paris, France
- Audicibel**, 24261 Grand River Avenue, Detroit, Michigan 48219
- Audiology & Hearing Education**, 15300 Venture Boulevard, Suite 301, Sherman Oaks CA 91403
- Australian Citizen Limited**, Box 91, Brighton 5048, South Australia
- *Australian Journal of Mental Retardation**, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO**, Newark State College, Union, New Jersey 07083
- **Behavior Therapy**, 111 Fifth Avenue, New York, New York 10003
- Behavior Today**, Ziff Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication**, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland
- British Journal of Mental Subnormality**, Monyhall Hospital, King's Heath, Birmingham B30 3QB, England
- British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 208, Towson, Maryland 20402
- Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402
- *Bureau Memorandum**, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin**, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada
- CFDR Quarterly**, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly**, 2852 Broadway, Morningside Heights, New York 10025
- Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development**, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare**, 67 Irving Place, New York, New York 10003
- Childhood Education**, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today**, US Government Printing Office, Washington DC 20402
- Children's House**, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631
- Compact**, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education**, 2852 Broadway, New York, New York 10025
- Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mental Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology**, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts**, Gallaudet College, Washington, DC 20002
- Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- Early Years**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- *Early Years Parent**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- *Education and Training of the Mentally Retarded**, 1920 Association Drive, Reston, Virginia 22091
- Education Digest**, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped**, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership**, 1201 16th Street NW, Washington DC 20036
- Educational Researcher**, 1126 16th Street NW, Washington DC 20036
- Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801
- Exceptional Child** (formerly *Slow Learning Child*), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia
- *Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent**, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly**, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138
- Health Education** (formerly *School Health Review*), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036
- Hearing**, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior**, PO Box 2810, Boulder, Colorado 80302
- Humanist**, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306
- Instructor**, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review**, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry**, Verlag 10, Basel 13, Switzerland

* journals monitored for CIJE

** copyrighted journals for which ECER has been granted permission to use author abstracts

- International Rehabilitation Review**, 219 East 44th Street, New York, New York 10017
- Involvement**, PO Box 460, Oak Ridge, Ontario, Canada
- Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813
- Journal of Abnormal Child Psychology**, *Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014
- Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- Journal of Learning Disabilities**, 101 E. Ontario St., Chicago IL 60611
- Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- Journal of Mental Deficiency Research**, Pembroke Hall, 17 Pembroke Sq., London W2 4EP, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011
- Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N 1AA, England
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parent Communication**, 2190 N. Woodward Ave., Bloomfield Hills MI 48013
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- Pediatric Clinics of North America**, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105
- Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- Perceptual and Motor Skills**, Box 1441, Missoula MT 59801
- Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- Physical Therapy**, 1156 15th Street NW, Washington DC 20005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Rehabilitation World**, RIUSA, 20 W. 40th St., New York NY 10018
- Remedial Education**, 5 Necherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington DC 20036
- Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm I, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852
- Sch. J. Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- Science and Children**, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036
- Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada**, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 2970

EC 08 2970 ED N. A.
Publ. Date Sum 76 8p.
Sato, Irving S.
The Culturally Different Gifted Child--The Dawning of His Day?
School Psychology Digest; V5 N3 P49-56
Sum 76

Descriptors: Exceptional Child Education; Gifted;* Cultural Differences;* Elementary Secondary Education; Educational Improvement;* Educational Needs;* Definitions; Identification; Program Development; Educational Resources;

Only a small percentage of culturally different children are currently receiving educational opportunities commensurate with their abilities. To improve the present educational situation for these children, steps need to be taken which include (1) a clearer definition of the term "culturally different gifted child," (2) a reexamination of identification procedures, (3) development of qualitatively differentiated program provisions, and (4) improvement of availability of resources. (SBH)

ABSTRACT 2968

EC 08 2968 ED N. A.
Publ. Date Sum 76 13p.
Maker, C. June.
Searching for Giftedness and Talent in Children with Handicaps.
School Psychology Digest; V5 N3 P24-36
Sum 76

Descriptors: Exceptional Child Education; Handicapped Children;* Gifted;* Elementary Secondary Education; Talented Students;* Talent Identification;* Evaluation Methods;*

In the article on identification of handicapped gifted and talented children, the rationale for selection is discussed and assessment models and instruments are described. Issues covered include the distinction between testing for identification and testing for placement, the advantage of using specific ability levels over global IQ scores as a criteria for program admission, the necessity of making comparisons with handicapped as well as with nonhandicapped peers, and the difference between assessment of potential and assessment of performance. Two models--the Structure of Intellect model and a model involving cognitive functional dimensions--are discussed. Techniques (such as E. Torrance's Checklist of Creative Positives) are reviewed, and suggestions for test modification are given. (SBH)

ABSTRACT 2967

EC 08 2967 ED N. A.
Publ. Date Sum 76 9p.
Renzulli, Joseph S.
Smith, Linda H.
Evaluating Programs for the Gifted: Some Problems and Procedures.
School Psychology Digest; V5 N3 P16-24
Sum 76

Descriptors: Exceptional Child Education; Gifted;* Talented Students;* Elementary Secondary Education; Program Evaluation;* Evaluation Methods;* Research Problems;* Models;* Conceptual Schemes;

Identifiers: Key Features Evaluation System;*

Special problems in evaluating programs for the gifted and talented are pointed out, and a model for developing an evaluation system is described. Problems are noted in evaluating higher mental processes, determining students' growth using a standardized test with a low ceiling, and overcoming negative teacher attitudes toward evaluation. The four steps of the Key Features Evaluation System are outlined as front-end analysis (to help the evaluator identify key program features), synthesis of input information and instrument development, data collection and analysis, and preparation of evaluation reports. (SBH)

ABSTRACT 2939

EC 08 2939 ED 122 561
Publ. Date Apr 76 20p.
Dranz, Bella
What's So Special About "Special" Curriculum for the Gifted? Part 1: Identification Procedures (Includes Multi-Dimensional Screening Device (MDS)); Part 2: Curriculum Design.
EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Gifted;* Creativity; Talent Identification;* Screening Tests;* Rating Scales;* Student Evaluation; Curriculum Development;*

Identifiers: Multi Dimensional Screening Device;* Virginia (Fairfax County);

Described are identification procedures, a multidimensional screening device (MDS), and special curriculum for gifted and talented students in Fairfax County, Virginia. Noted are discriminatory aspects of intelligence testing and teacher nomination in identifying gifted children. Described is the development of the MDS which involves rating such talents as ability in the visual or performing arts, creativity, academic ability, leadership, and psychomotor abilities. Results of applying the MDS are given as including the identification of more Black and other minority children as gifted than ever before. Appropriate curriculum for the gifted is thought to incorporate both enrichment and acceleration components with emphasis on interdisciplinary activities, divergent-evaluative thinking, creativity, and balance between cognitive and affective domains. (DB)

ABSTRACT 2938

EC 08 2938 ED 122 560
Publ. Date Apr 76 15p.
Stallings, Clifford J.
Contemporary Identification and Pro-

gram Models for Gifted Third World Children.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Gifted;* Disadvantaged Youth; Identification;* Intelligence Tests;* Discriminatory Attitudes (Social); Cultural Differences;* Culture Free Tests; Test Bias;*

Identifiers: Stallings Environmentally Based Screen;*

The author maintains that IQ testing developed in a political context and still serves to discriminate against minority group gifted children; he suggests a method of identifying potentially gifted disadvantaged children by using culturally familiar experiences. The discriminatory aspects of intelligence testing are evidenced by quotes from L. Terman and analysis of US immigration policy. Examples are given of cultural differences in the definitions of familiar words. Briefly described is the Stallings Environmentally Based Screen which evaluates recall, depth of information and detail, and abstract thought by using content determined by the psychometrist at each individual school. Educational programs are encouraged to gradually blend experiences from the child's immediate environment into the general school curriculum. (DB)

ABSTRACT 2801

EC 08 2801 ED N. A.
Publ. Date Sum 76 8p.
Chen, Jocelyn.
Goon, Suzanne W.
Recognition of the Gifted from Among Disadvantaged Asian Children.
Gifted Child Quarterly; V20 N2 P157-164
Sum 1976

Descriptors: Gifted;* Disadvantaged Youth;* Talent Identification;* Asian Americans;* Exceptional Child Research; Culturally Disadvantaged; Economically Disadvantaged; Elementary Education; Teacher Attitudes; Counselor Attitudes;

A study involving seven New York City elementary schools was conducted to determine the number of gifted and potentially gifted low socioeconomic status Asian children in sixth grade, to describe the identifying characteristics of this group, to describe the classroom activities in the regular curriculum that encourage a child to reveal giftedness, and to analyze important factors involved in identifying gifted disadvantaged Asians. From teacher and counselor interviews, students were identified as gifted or potentially gifted (recommended for special progress classes) on the basis of criteria that included standardized test scores and personality traits. Among findings were that incidence of giftedness in sixth grade Asian ranged from 11.8 to 26.9%; that teachers' and guidance counselors' descriptions of a gifted child presented a

wide variation of both personality and intellectual dimensions; and that gifted Asian children seemed to get along better with others than gifted non-Asian children. (SBH)

ABSTRACT 2523

EC 08 2523 ED 121 014
 Publ. Date Mar 76 20p.
 Khatena, Joe.
Major Directions in Creativity Research.
 National Inst. of Education (DHEW), Washington, D.C.
 EDRS mf;hc
 Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (\$4.00 Publication Number 128)
 Paper presented at the Annual Convention of The Council for Exceptional Children (53rd, Los Angeles, CA, April 24, 1975); Originally prepared for a panel discussion entitled "Creativity: Where Is it Going?"

Descriptors: Exceptional Child Research; Gifted;* Research Reviews (Publications);* Creativity;* Research;* Creativity Tests; Measurement Techniques; Theories; Definitions; Handicapped Children; Imagination; Cross Cultural Studies;

Reviewed are major directions in creativity research in the following areas: theories of creativity; definitions; instruments to measure creativity; nurturing creativity; the disabled, disturbed, and disadvantaged; cross cultural patterns; creative imagination imagery; and measuring creative imagination imagery. (LS)

ABSTRACT 2519

EC 08 2519 ED 21 010
 Publ. Date 76 21p.
 Meeker, Mary.
A Paradigm for Special Education Diagnostics: The Cognitive Area.
 EDRS mf;hc
 Paper presented at the AERA Annual Meeting (1976) And based on A presentation to BEH (September, 1974) from "State of the Arts."

Descriptors: Exceptional Child Education; Handicapped Children;* Gifted;* Special Education; Educational Diagnosis;* Cognitive Processes;* Conceptual Schemes;* Models; Case Studies; Curriculum Design;

Identifiers: Structure of Intellect Model.*

Discussed is a paradigm for special education diagnostics of Area I or cognitive functioning as related to the Structure of Intellect (SOI) model. Research is reviewed and several individual profiles are provided to illustrate the method of curriculum planning from individual SOI profiles. It is concluded that the paradigm offered may help to avoid continuation of inadequate diagnosis in the schools. Also provided are figures of the SOI and various SOI profiles. (SB)

ABSTRACT 2517

EC 08 2517 ED 121 008
 Publ. Date Nov 75 4p.
Program Standards for School Founda-

tion Units for Gifted Children. (Intellectually Gifted and Talented).

Ohio State Dept. of Education, Columbus.
 EDRS mf;hc
 Ohio Department of Education, Division of Special Education, 933 High St. Worthington, OH 43085

Descriptors: Exceptional Child Education; Gifted;* Educational Programs;* State Standards;* Student Placement; Student Evaluation; School Services; Qualifications;

Identifiers: Ohio.*

Ohio's program standards for school foundation units for gifted children are presented in outline form. Areas covered (with sample rules in parentheses) include the following: general standards (elements of a written proposal to request approval from the Division of Special Education), student eligibility (the areas of giftedness included), student assessment and placement (criteria for acceptance into approved programs), comprehensive services to the educational program (options for gifted and talented programs), and program qualifications (coordinator and personnel qualifications). (SB)

ABSTRACT 2450

EC 08 2450 ED N A
 Publ. Date 73 204p.
 Ashley, Rosalind Minor.
Activities for Motivating and Teaching Bright Children.
 Parker Publishing Company, West Nyack, NY 10994 (\$9.95)

Descriptors: Exceptional Child Education; Gifted;* Elementary Education; Teaching Guides;* Class Activities;* Individual Activities; Identification; Instructional Materials;* Games;* Individualized Instruction; Cocurricular Activities.*

Intended for teachers of gifted elementary grade children, the book provides ideas for individual and group activities, identification of special talents, and use of instructional materials. Chapters focus on the following topics: challenging the verbally bright, individualizing with your own programed material, a sample plan for an intrinsic scrambled booklet, ideas for those with an aptitude in social studies, ideas for those who are talented in the arts, ideas for pupils bright in science, ideas for children who are mechanically bright, ideas for those who are mathematically bright, and using games to stimulate bright children. Stressed throughout the book are the value of special talent clubs, individualized materials, and instructional games. (DB)

ABSTRACT 2297

EC 08 2297 ED N A
 Publ. Date 76 160p.
 Pickard, Phyllis M.
If You Think Your Child Is Gifted.
 Linnet Books, The Shoe String Press, Inc., P.O. Box 4327, 955 Sherman Ave., Hamden, CT 06514 (\$9.50)

Descriptors: Exceptional Child Educa-

tion; Gifted;* Elementary Secondary Education; Historical Reviews;* Intelligence Tests;* Art;* Parent Role;* Educational Trends;

Intended for parents of gifted children, the book provides information on gifted children through the centuries, the assessment of intelligence, the value of art, the role of parents, and future trends. (DB)

ABSTRACT 2171

EC 08 2171 ED N A
 Publ. Date Jun 76 3p.
 Milgram, Roberta M.
 Milgram, Norman A.

Group Versus Individual Administration in the Measurement of Creative Thinking in Gifted and Nongifted Children.

Child Development; V47 N2 P563-565 Jun 76

Descriptors: Exceptional Child Research; Gifted;* Elementary Secondary Education; Creative Thinking;* Evaluation Methods;* Testing;* Intelligence Level; Creativity;

The effect of group versus individual administration of an abbreviated Wallach and Kogan Creativity Battery was investigated in gifted (N = 182) and nongifted (N = 310) Israeli children in grades 4-8. Group administration exercised an adverse effect on creativity in nongifted children, producing creativity scores which were confounded with intelligence and lower than scores obtained in individual administration. Form of administration had no effect on the creativity-intelligence relationship or on the level of creativity scores of gifted children. Results suggested a requirement of average intellectual ability for the production of creativity distinct from intelligence in individual administration and a requirement of above average intellectual ability in group administration. (Author)

ABSTRACT 1846

EC 08 1846 ED N A
 Publ. Date Spr 76 8p.
 Fischman, Ronald.
 And Others.

The Stanford-Binet Revisited: A Comparison of the 1960 and 1972 Revisions of the Stanford-Binet Intelligence Scale.

Journal of Special Education; V10 N1 P83-90 Spr 1976

Descriptors: Handicapped Children;* Gifted;* Test Reliability;* Test Interpretation;* Intelligence Tests;* Exceptional Child Research; Elementary Secondary Education; Test Validity;

Identifiers: Stanford Binet Intelligence Scale for Children.*

With the issuance of the 1972 Stanford-Binet (SB), many school psychologists were faced with a dilemma with regard to children placed in special education classes: the 1960 SB appeared to have overestimated the child's actual potential and thus the same responses to the SB when rescored by 1972 norms might give even a different placement

status of a child. Hypothetical whole year combinations of CA and MA (total of 219) were used to assess both size and uniformity of IQ discrepancy scores between the 1960 and 1972 norms. Significant discrepancies existed at each CA level, with the largest occurring for 2.0 through 7.6 (high of 10.50 to low of 4.22) and for 15.0 through 18.0 (high of 4.41 to low of 3.00). While the 1972 SB appeared to be basically sound, results of the various analyses suggested that past usage of the 1960 SB in both applied and research settings was highly questionable. (Author)

ABSTRACT 1834

EC 08 1834 ED N. A.
Publ. Date Spr 76 6p.
Meeker, Mary.

The Prophecy of Giftedness.
Gifted Child Quarterly; V20 N1
P100-104, 99 Spr 1976

Descriptors: Gifted.* Models.* Exceptional Child Education; Elementary Secondary Education; Conceptual Schemes; Talent Identification; Prediction.

A paradigm for the identification and development of giftedness is offered. The paradigm is illustrated and shown to involve three major areas of functioning: academic, social-emotional, and physiological. The paradigm is seen to be imperfect, however, as it does not account for visionary skills and intuition; and an alternate paradigm including identification, curriculum planning, and teaching education is suggested. (DB)

ABSTRACT 1833

EC 08 1833 ED N. A.
Publ. Date Spr 76 10p.
Renzulli, Joseph S.
Gable, Robert K.

A Factorial Study of the Attitudes of Gifted Students Toward Independent Study.

Gifted Child Quarterly; V20 N1 P91-99, 104 Spr 1976

Descriptors: Gifted.* Student Attitudes.* Independent Study.* Attitude Tests.* Questionnaires.* Exceptional Child Research; Senior High Schools; Test Construction.

A 27-item Likert scale was developed and used with a total of 305 gifted high school students to evaluate their attitudes toward an independent study program. The Student Attitude Toward Independent Study Questionnaire (SATIS-Q) was used to examine the following factors: influence of independent study on motivation and career, freedom to pursue personal interests, effect of independent study on study habits and thinking processes, degree to which independent study helps to fulfill personal objectives, and degree of challenge and opportunity for self expression. A majority of the students responded positively on each of the five factors. (The questionnaire is appended.) (DB)

ABSTRACT 1832

EC 08 1832 ED N. A.
Publ. Date Spr 76 16p.
Khatena, Joe.

Educating the Gifted Child: Challenge and Response in the U.S.A.

Gifted Child Quarterly; V20 N1
P76-90, 65 Spr 1976

Descriptors: Gifted.* Identification.* Personal Adjustment.* Special Education.* Educational Trends.* Exceptional Child Education; Elementary Secondary Education.

Reviewed are trends in the education of gifted children including identification, teaching methods, problems of the highly gifted, support for special educational opportunities, and future directions. Models of identification of creative ability such as those of J.P. Guilford and E.P. Torrance are discussed. Various programs to provide enrichment and creative development are reviewed. Research is reported to show that the highly gifted may have difficulty synthesizing their personal lives and their creative abilities. Trends at the federal, state, and local levels toward providing more support for special programs are summarized. Future directions are thought to include more precise identification operations, establishment of technical assistance, centers, and more efficient storage and dissemination of data. (DB)

ABSTRACT 1671

EC 08 1671 ED N. A.
Publ. Date 76 346p.
Keating, Daniel P., Ed.

Intellectual Talent: Research and Development.

The Johns Hopkins University Press, Baltimore, MD 21218 (\$16.95 Hc, \$3.95 Pb)

Proceedings of the Sixth Annual Hyman Blumberg Symposium on Research in Early Childhood Education.

Descriptors: Exceptional Child Research; Exceptional Child Education; Gifted.* Elementary Secondary Education; Higher Education; Identification.* Program Descriptions.* Psychological Characteristics.* Mathematics.* Verbal Learning; Cognitive Development; Curriculum; Acceleration; Enrichment; Sex Differences; Stereotypes; Vocational Interests; Values.

Identifiers: Study of Mathematically Precocious Youth.

Presented are 17 papers and a discussion transcript on the identification of and measurement of intellectual talent, programs for facilitation of intellectual talent, or the psychology of intellectual talent. Papers have the following titles and authors: "Use of Tests to Discover Talent" (J. Stanley); "Discovering Quantitative Precocity" (D. Keating); "Identification and Program Planning-Models and Methods" (L. Fox); "Identifying Mathematical Talent on a Statewide Basis" (W. George and C. Solano); "A Piagetian Approach to Intellectual Precocity" (D. Keating); "Curriculum Experimentation for the Mathematically

Talented" (W. George and S. Denham); "Special Fast Mathematics Classes Taught by College Professors to Fourth through Twelfth Graders" (Stanley); "Verbally Gifted Youth-- Selection and Description" (P. McGinn); "Sex Differences in Mathematical Precocity--Bridging the Gap" (Fox); "Educators' Stereotypes of Mathematically Gifted Boys" (R. Haier and Solano); "A Summary Profile of the Nonintellectual Correlates of Mathematical Precocity in Boys and Girls" (Haier and S. Denham); "Career-Related Interests of Adolescent Boys and Girls" (Fox, S. Pasternak, and N. Peiser); "Creative Potential of Mathematically Precocious Boys" (Keating); "The Values of Gifted Youth" (Fox); "Random vs. Nonrandom Study of Values Profiles" (J. Linsenmeier); "A Historical Step Beyond Terman" (E. Page); "Study of Mathematically Precocious Youth in Social Perspective" (C. Bereiter). Considered in the discussion transcript are such aspects as interpreting inventory data, facilitating verbal talent, and counseling. (DB)

ABSTRACT 1670

EC 08 1670 ED N. A.
Publ. Date 75 258p.
Seagoe, May V.

Terman and the Gifted.

William Kaufmann, Inc., 1 First St., Los Altos, CA 94022 (\$10.00)

Descriptors: Exceptional Child Education; Gifted.* Biographies.* Standardized Tests; Personality Tests; Intelligence Tests; Psychologists.*

Identifiers: Terman (Lewis).*

The biography traces Lewis Terman's life from his family and school experiences as a youth in rural Indiana, persistent bouts of tuberculosis, professorships at Clark University and later at Stanford, and his pioneering work in mental testing, education of the gifted, personality research, and social reform. Among five appendixes are lists of his publications and unpublished manuscripts. (CL)

ABSTRACT 1614

EC 08 1614 ED N. A.
Publ. Date Mar 76 3p.
Tucker, James A.

Structure of Intellect Programming. Some Initial Considerations.

Talents and Gifts; V18 N3 P19-21 Mar 76

Descriptors: Exceptional Child Education; Gifted.* Curriculum.* Program Planning.* Intelligence Tests.* Test Interpretation.

Identifiers: Structure of Intellect Profile.*

The Structure of Intellect profile is discussed in terms of planning educational programs for gifted students. The relationship of mental age to chronological age and the relationship of the Divergent Production score to other dimension scores are considered. (SB)

ABSTRACT 1531

EC 08 1531 ED 119417
 Publ. Date 75 17p.
We Are Each Like the Unicorn, Unique and Rare: Human Individual Potentialities.
 Kyrene School District 28, Tempe, Arizona.
 Bureau of Elementary and Secondary Education (DHEW/OE) Washington, D. C.
 EDRS mf:hc

Descriptors: Gifted*; Program Descriptions*; Talent Identification*; Exceptional Child Education; Elementary Education; Educational Philosophy; Educational Programs; Creative Ability; Creative Thinking;

The proposed gifted and talented program for grades K-8 of the Kyrene School District (Tempe, Arizona) is described. It is explained that the program is based on a philosophy emphasizing human individual potentialities. The curriculum is said to be personalized, utilizing a seminar/resource center approach. Characteristics of exceptionally talented and gifted pupils are reviewed, and multidimensional screening procedures are suggested. Considered are additional program components, such as enrichment in the regular classes, a centralized resource center, and special counseling for students and their parents. Essential teacher characteristics are listed, as are myths and reality statements concerning talented and gifted students. (CL)

ABSTRACT 1486

EC 08 1486 ED 119412
 Publ. Date Jan 76 16p.
Educating the Gifted and Talented in New York State.
 New York State Education Dept., Albany.
 EDRS mf:hc
 Position Paper No. 23.

Descriptors: Gifted*; Educational Needs*; State Programs*; Exceptional Child Education; Early Childhood Education; Elementary Secondary Education; Definitions; Talent Identification; Educational Programs; Educational Objectives; Curriculum Design; Teacher Education; Financial Support; Identifiers: New York*;

Presented by the Regents of the University of the State of New York is a statement of policy and proposed action regarding education of the gifted and talented in New York State. Topics covered include the definition of giftedness, screening and identification procedures, goals and objectives of programming for the gifted, differentiating the curriculum, preparing the staff, and allocating resources. Ten recommendations are listed including the need for school districts to establish districtwide committees to develop procedures for early screening and identification of the gifted and talented. (LS)

ABSTRACT 1452

EC 08 1452 ED 117 928
 Publ. Date Nov 75 21p.
 Khatena, Joe.

Educating the Gifted Child: Challenge and Response in the U.S.A.

EDRS mf:hc

Paper presented at the World Conference on Gifted And Talented (London, England, September, 1975) and West Virginia Unit Association of Teacher Educators Annual Conference (Charleston, West Virginia, November, 1975)

Descriptors: Gifted*; Talent Identification*; Creative Ability*; Educational Methods*; Educational Trends*; Exceptional Child Education; Elementary Secondary Education; Trend Analysis; Student Evaluation; Creative Thinking; Educational Programs; Special Education; Educational Needs;

Considered in the paper are past and current developments in the education of gifted and talented students in the United States. Discussed are the following aspects: identification (including specific evaluations of giftedness, and distinctions between creativity and IQ); programming methods and approaches (such as creative problem solving techniques and creative thinking operations); problems of the highly gifted (including confrontations with peers brought on by nonconformity and independence); support for special educational opportunities (such as the establishment of the Office of Education for the Gifted and Talented and the National Leadership Training Institutes); and implications and future directions (including an increase in teacher training programs for the gifted and talented, and the development of technical assistance centers). (CL)

ABSTRACT 1407

EC 08 1407 ED N. A.
 Publ. Date Mar 76 10p.
 Bernal, Ernest M., Jr.

Gifted Programs for the Culturally Different.

National Association of Secondary School Principals Bulletin (NASPP); V60 N398 P67-76 Mar 76

Descriptors: Exceptional Child Education; Multiply Handicapped; Gifted*; Cultural Differences*; Secondary Education; Educational Programs*; Educational Needs; Identification; Career Education; Counseling; Teacher Characteristics; Program Evaluation;

Secondary programs for the gifted, culturally different child are discussed in terms of identification, distinctive features (such as advanced bilingual education programs), career education and counseling, teacher characteristics, and suggested areas of program evaluation. (LS)

ABSTRACT 1401

EC 08 1401 ED N. A.
 Publ. Date Mar 76 10p.
 Stanley, Julian C.

The Student Gifted in Mathematics and Science.

National Association of Secondary School Principals Bulletin (NASPP); V60 N398 P28-37 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Elementary Secondary Education; Higher Education; Talent

Identification*; Program Descriptions; Mathematics*; Sciences*; Acceleration*; Program Effectiveness; Case Studies;

The Study of Mathematically Precocious Youth at The Johns Hopkins University is discussed in terms of means of identifying students gifted in math and science, educational alternatives (acceleration) offered participants, results of the program, and an illustrative case study. (LS)

ABSTRACT 1400

EC 08 1400 ED N. A.
 Publ. Date Mar 76 8p.
 Wolf, Mary Hunter.
 And Others.

Curtain Call for the Arts.

National Association of Secondary School Principals Bulletin (NASPP); V60 N398 P20-27 Mar 76

Descriptors: Exceptional Child Education; Gifted*; Talent Identification*; Educational Programs; Special Education Teachers; Teacher Qualifications*; Administration*; Community Resources*; Special Schools*; Art*;

Programs for artistically gifted students are discussed in terms of instruments for identification of talented students, recruiting of students, identification of teachers for the gifted, administration, and community resources. Several specialized schools for the arts are mentioned. (LS)

ABSTRACT 1396

EC 08 1396 ED N. A.
 Publ. Date 73 219p.
 Hitchfield, E. M.

In Search of Promise: A Long-Term National Study of Able Children and Their Families.

Humanities Press Inc., Atlantic Highlands, NJ 07716 (\$9.00)

Descriptors: Exceptional Child Research; Gifted*; Childhood; Longitudinal Studies*; Interviews; Demography*; Student Characteristics*; Student Evaluation; Student Attitudes; Teacher Attitudes; Parent Attitudes; Case Histories*; Comparative Analysis; Evaluation Criteria; Foreign Countries;

Reported are the results of data gathered on 238 gifted children over an 11-year period as part of a large scale Perinatal Mortality Survey of all babies born in England, Scotland, and Wales during a 1-week period in 1958. In Part I (on the purpose and framework of the study), the criteria for selecting the gifted population, the procedures for conducting interviews with the children and their parents, and tests and assessments utilized are outlined. Results are presented in Part II including six chapters on a comparison of the gifted group with the whole population between the ages of 7 and 11; results of tests given at the individual interviews; teachers' ratings and their views toward the gifted students; parents' views on education, definitions of "intelligent" and "gifted", and personality of their children; children's views on school, interests out of school, and their own personality, and a discus-

sion of extant literature. Subsidiary studies are covered in Part III which examines intelligence vs. creativity, social occupation groups, social class and language, children's definitions of six areas of knowledge, and six representative case histories (which include excerpts from individual interviews with the parent and the child). In a final chapter, recommendations are made in areas such as identification problems, school performance, special care for the underprivileged, the use of tests to separate the creative and intelligent, and the case for nonsegregation. (SB)

ABSTRACT 1376

EC 08 1376 ED N. A.
Publ. Date Mar 76 4p.
Trout, Jean.
And Others.

Ertl's Neural Efficiency Analyzer: Still Promising - But What?

Phi Delta Kappan; V57 N7 P448-451 Mar 76

Descriptors: Exceptional Child Education; General Education*; Gifted*; Learning Disabilities*; Intelligence Tests*; Electroencephalography*; Measurement Techniques; Test Reliability; Research Reviews (Publications).

Identifiers: Brain Wave Analyzer; Ertl (John)*.

The use of J. Ertl's brain wave analyzer (BWA) for measuring intelligence and identifying gifted as well as learning disabled children is discussed in terms of traditional intelligence measures, measures of electrical activity, operational use of the BWA, and the use of the BWA for research in schools. Among conclusions are that the BWA is still in the developmental stage and not ready for use in educational settings, and that substantial additional research is needed to determine short and long term reliability with the instrument. (SB)

ABSTRACT 1323

EC 08 1323 ED N. A.
Publ. Date 75 353p.
Taylor, Irving A., Ed.
Getzels, Jacob W., Ed.

Perspectives in Creativity.

Aldine Publishing Co., 529 South Wabash Ave., Chicago, IL 60605 (\$14.75)

Descriptors: Exceptional Child Education; Gifted*; Creativity*; Research Reviews (Publications)*; Theories*; Trend Analysis; Research and Development Centers; Models; Talent Identification; Creative Development; Art; Program Descriptions*; Creative Ability; Creative Expression;

Presented is an anthology of 14 original papers by authors noted to be the most prominent investigators in the field of creativity. Following an introductory chapter which provides a survey of the study of creativity from the nineteenth century to the present (I. A. Taylor), the first group of chapters reflects programmatic and empirical perspectives which include descriptions of the Structure of Intellect Model (J. P. Guilford), the research program at the Institute of Per-

sonality Assessment and Research (J. W. Getzels and M. Csikszentmihalyi), and social and psychological factors which influence the creative process (F. M. Andrews). More individual-clinical perspectives are considered in the next three chapters on techniques used to reduce alienation and free the imagination (F. Barron), initial studies of the sources and development of paintings as reported by 20 artists (A. Roe), and motivations and conditions underlying creativity (S. Maddi). Reflecting more applied perspectives, the final group of chapters includes papers on the development of the Utah program of assessment and intervention with its current focus on creativity of children in the classroom (C. Taylor and R. Ellison); work on "brainstorming" which emphasizes balance between imagination and judgment, freedom and discipline (S. Parnes); the development of "synectics" and its application to creative production in industry (G. Prince); creativity research in education (E. P. Torrance); and a theory of transactionalization which operates as a systematic approach to the investigation of creative processes with implications for leadership (Taylor). A final chapter summarizes the development of creativity research and offers some speculations regarding future lines of inquiry (Getzels). (SB)

ABSTRACT 1295

EC 08 1295 ED 117906
Publ. Date May 75 326p.
Thompson, Charles P.

The Development and Implementation of Elementary School Gifted Program Guidelines.

EDRS mf;hc
Maxi II Practicum Report

Descriptors: Gifted*; Program Descriptions*; Program Evaluation*; Curriculum Development*; Student Characteristics*; Exceptional Child Education; Elementary Education; School Districts; Educational Objectives; Guidelines; Identification; Administration; Behavior Rating Scales;

Identifiers: California (Sacramento)*;

Described are the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California, elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the document consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

ABSTRACT 1243

EC 08 1243 ED N. A.
Publ. Date Spr 75 4p.
Payne, David A.
And Others.

General Personality Correlates of Creative Personality in Academically and Artistically Gifted Youth.

Journal of Special Education; V9 N1 P105-108 Spr 1975

Descriptors: Gifted*; Personality Assessment*; Psychological Characteristics*; Exceptional Child Research; Secondary Education; Creative Ability; Self Concept;

Identifiers: Assertiveness;

Investigated were multiple-correlational relationships between subscales on a general self report personality trait inventory and Torrance's measure of creative personality characteristics in 211 academically talented and 101 artistically talented secondary school students. The characteristics of experimenting and assertiveness were found to be common to each group and to a combined group score. The self report characteristics of "less intelligent," "shrewd," and "reserved" were descriptive of the academic and combined talented groups, while the scales of self sufficiency, sensitivity, and casualness were descriptive of the artistic group. (Author/CL)

ABSTRACT 1184

EC 08 1184 ED N. A.
Publ. Date Jan 76 10p.

Perspectives on Talent: How to Search for and Nurture Talent in the Arts.

Talents and Gifts; V18 N2 P5-14 Jan 76

Descriptors: Exceptional Child Education; Gifted*; Speeches; Talent Identification*; Educational Needs; Drama; Writing Skills; Music; Art*;

Identifiers: Personal Experiences*;

Presented are the texts of brief speeches given on the identification and nurturance of artistic talent by Robert Anderson (playwrighting), Marian Anderson (music), June Havoc (acting), and Michael Kahn (directing). Speakers recount their own artistic development and give such advice to young people as getting a thorough liberal arts education. (DB)

ABSTRACT 1121

EC 08 1121 ED 117886
Publ. Date 75 49p.
Boston, Bruce, Ed.

Gifted and Talented: Developing Elementary and Secondary School Programs.

The Council for Exceptional Children, Reston, Va.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc
The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$3.00)

Descriptors: Gifted*; Program Development*; Talent Identification*; Exceptional Child Education; Elementary Secondary Education; Values; Administration; Grouping (Instructional Purposes); Bibliographies; Research Reviews (Publications);

Examined in five papers are issues involved in developing elementary and secondary school programs for the gifted and talented. Emphasized by E. Drews is the need for educating the gifted and talented toward more humanizing values, and reviewed are examples of experimental curricula and learning environments. A national administrator's perspectives on such problems as grouping procedures and community abdication of responsibility to the gifted and talented are presented by B. McLaughlin. Cited by A. Baldwin are teaching strategies for gifted disadvantaged students. Considered in B. Boston's paper are methods of identifying gifted and talented pupils and organizing programs. The roles of change agents and facilitators are among the topics covered in an interview with J. Gallagher. Listed are 21 current publications on the gifted and talented, and provided is a bibliography of approximately 150 references on such topics as creativity, guidance and counseling, and teacher training. (For related information, see EC 08 1120.) (CL)

ABSTRACT 1120

EC 08 1120 ED 117885
 Publ. Date 7/97p
 Boston, Bruce, Ed.
A Resource Manual of Information on Educating the Gifted and Talented.
 The Council for Exceptional Children, Reston, Va.
 National Institute of Education (DHEW), Washington, D. C.
 EDRS mf:hc
 The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (\$3.95)

Descriptors: Gifted*; Resource Guides*; Information Dissemination*; Educational Trends*; Exceptional Child Education; Exceptional Child Research; Elementary Secondary Education; Directories; Publications; Program Planning; Talent Identification; Organizations (Groups);

Provided in the manual on educating the gifted and talented are directories of federal, state, and national resources, seven papers on the state of the art, and information on such other resources as films and state level parent organizations. The state of the art is examined in the following papers: "The Federal Role in the Education of the Gifted and Talented" (staff of the Office of Gifted and Talented, U. S. Office of Education); "Education of the Gifted and Talented: A Brief Report on the State of the Art" (D. Jackson); "A Backward and Forward Glance at the Gifted" (A. Tannenbaum); "Program Planning for the Gifted" (J. Runyon); "Teachers for the Gifted" (M. Freehill); "Analyses and Identification of Giftedness in Mexican American Children: A Pilot Study" (E. Bernal); and "The National/ State Leadership Training Institute on the Gifted and Talented: A Sketch of Future, Present, and Past" (I. Sato et al). Among other resources described are approximately 70 films on such aspects as teacher awareness and creativity. (For related information, see EC 08 1121.) (CL)

ABSTRACT 1075

EC 08 1075 ED N. A.
 Publ. Date Jan 76 3p.
 Engin, Ann W.
 And Others.

The Influence of Supplementary Subtests on WISC IQ Scores for High Achieving Students.

Psychology in the Schools; V13 N1 P29-31 Jan 76

Descriptors: Exceptional Child Research; Gifted*; Intermediate Grades; High Achievers*; Intelligence Tests*; Test Validity*; Test Construction; Intelligence Quotient*;

Identifiers: Wechsler Intelligence Scale for Children*;

Twenty high-achieving fifth-grade students were administered the Wechsler Intelligence Scale for Children (WISC) to determine the influence of supplementary subtests on WISC IQ scores. Findings showed that the addition of digit span and mazes subtests to the WISC battery significantly lowered the verbal, performance, and full scale IQ scores. (SB)

ABSTRACT 942

EC 08 0942 ED N. A.
 Publ. Date 74 214p.
 Burt, Cyril.

The Gifted Child.

Halsted Press, (Division of John Wiley and Sons, Inc.) 605 Third Ave., New York, NY 10016 (\$14.75)

Descriptors: Exceptional Child Research; Gifted*; Genetics; Biological Influences*; Environmental Influences*; Educational Needs*; Neurology; Identification*; Psychological Characteristics*; Followup Studies;

Intended for teachers, the book is based on research papers previously published in Britain and elsewhere, and covers the scientific aspects of educating gifted children. Chapters are given on the following topics: the problem of the gifted, the subnormal and the supernormal, hereditary genius, the assessment of intelligence, the concept of intelligence, the evolution of man, the neurological evidence, unifactorial inheritance, multifactorial inheritance, the identification of the gifted, the characteristics of the gifted, the gifted child in later life, and the education of the gifted. Among the author's conclusions are that gifted children differ from average children in intellectual, volitional, physical, emotional, moral, and social characteristics, and that there is a much higher incidence of very high intelligence than had been previously thought. Special education required by the exceptionally gifted is seen to be rarely provided. (DB)

ABSTRACT 939

EC 08 0939 ED 116431
 Publ. Date Nov 73 11p.
 Khatena, Joe.

Measurement and Identification of the Creative Potential.

EDRS mf:hc
 Paper presented at the Southeastern Region National Association of School Psychologists (White Sulphur Springs, West Virginia, November, 1973)

chologists (White Sulphur Springs, West Virginia, November, 1973)

Descriptors: Gifted*; Creative Ability*; Talent Identification*; Exceptional Child Research; Creativity Tests; Research Reviews (Publications); Definitions;

The author reviews the literature and offers recommendations regarding the measurement and identification of creative potential. The assessment of creative thinking in measures of intellectual ability is discussed, and various definitions of creativity are cited. Measurement problems are identified and several creativity measures (especially the Torrance Tests of Creative Thinking and Thinking Creatively with Sounds and Words) are described. Results of research concerning the production of analogies are reported and the need for qualitative as well as quantitative analysis is stressed. (LS)

ABSTRACT 871

EC 08 0871 ED N. A.
 Publ. Date 75 276p.
 Welsh, George S.

Creativity and Intelligence: A Personality Approach.

University of North Carolina, Institute for Research in Social Science, Chapel Hill, NC 27514 (\$5.50)

Descriptors: Exceptional Child Research; Gifted*; Creative Ability*; Senior High Schools; Psychological Characteristics*; Intelligence Level*; Personality Assessment*; Psychologists; Theories;

Reported is a study of noncognitive aspects of creativity and intelligence with 1155 academically or artistically talented adolescents attending the Governor's School in North Carolina. Individual chapters are given on the following: an introduction; background information about creativity; the measurement of intelligence; the nature of creativity; development of an objective test related to creativity; the research design; interpretation of scale items-- a typology; personality and interest test correlates of dimensional scores; cross validation studies; sex, masculinity-femininity, and creativity; and a theoretical interpretation of results. It is explained that Ss were given a battery of intelligence and personality inventories including Terman's Concept Mastery Test (CMT) and a nonverbal revised art scale (RA) resulting in the identification of four distinct groups differing in intelligence and origin: high RA/low CMT, high RA/high CMT, low RA/low CMT, and low RA/high CMT. Characteristics of Ss in each group are compared to the theories of C. Jung, S. Maddi, J. Holland, and W. Hitt, and summarized in terms of intrapersonal orientation, direction of activity, nature of self concept, attitudes and beliefs, cognitive style, cognitive development, and vocational preference. Appended are detailed summaries and tabulations of the results. (DB)

ABSTRACT 646

EC 08 0646 ED 115 064
 Publ. Date Fall 75 11p.
 Connecticut's State Plan for the Edu-

cation of the Gifted and Talented: 1975-1980.

Connecticut State Dept. of Education,
Hartford. Bureau of Elementary and
Secondary Education.
EDRS mf;hc
Working Draft.

Descriptors: Gifted*; Program
Proposals*; Educational Objectives*;
Evaluation*; Exceptional Child Educa-
tion; Talent Identification; State Pro-
grams; State Legislation; Administration;
Inservice Teacher Education;

Identifiers: Connecticut; Needs Assess-
ment;

Presented is a revised working draft of
Connecticut's 5-year (1975-1980) state
plan for the identification and education
of the gifted and talented (GT). Briefly
discussed in the first three sections are
an overview and position statement (con-
cerning legislation, administration and
personnel); projected needs assessment;
goals, objectives, and implementation
strategies (such as planning inservice
training programs, collecting and evaluat-
ing data on effective programming for GT
students, and securing needed funding
and technical assistance). (LH)

ABSTRACT 545

EC 08 0645 ED 115 063
Publ. Date 75 15p.

**Vassar, William G.
Connecticut's In-Service Training
Program Model for Professional Per-
sonnel in the Education of the Gifted
and Talented.**

Connecticut State Dept. of Education,
Hartford. Bureau of Elementary and
Secondary Education.
EDRS mf;hc

Descriptors: Gifted*; Inservice Teacher
Education*; Evaluation Methods*;
Program Planning*; Exceptional Child
Education; Educational Objectives; Pro-
fessional Education;

Identifiers: Connecticut;

Presented is a model plan for inservice
training of professional personnel who
work with gifted and talented children in
Connecticut. Discussed are such aspects
as basic philosophical assumptions re-
garding the use of human resources,
teaching strategies, and background
knowledge; and the design and imple-
mentation of inservice training programs
(including needs assessment, evaluation,
and coordination). An instrument to aid
local school districts in evaluating cur-
rent and proposed inservice training pro-
grams is described, and an explanatory
chart and sample assessment forms are
provided. (LH)

ABSTRACT 582

EC 08 0582 ED 115 050
Publ. Date Jul 74 97p.

Roth, John.
Sussman, Susan.
Educating Gifted Children.
York Borough Board of Education, To-
ronto (Ontario), Canada.
EDRS mf;hc

Descriptors: Gifted*; Talent

Identification*; Program Planning*;
Grouping (Instructional Purposes)*;
Administration*; Exceptional Child Edu-
cation; Elementary Secondary Educa-
tion; Literature Reviews; Educational
Needs; Effective Teaching; Acceleration;
Early Admission; Nongraded Classes;
Enrichment; Independent Study;

Presented is a review of literature and
research on identification, personality
and educational needs, and effective pro-
gramming for gifted children. Among the
topics discussed are the difficulties of
defining giftedness operationally, pros
and cons with regard to using intelligence
tests and informal teacher assessment to
identify the gifted, factors that may en-
courage or inhibit the development of
gifted students' potential (such as indi-
vidualized instruction and negative soci-
etal attitudes), and the administrative
framework of a special education pro-
gram for the gifted. Focused on in a sec-
tion on types of programs for gifted chil-
dren are acceleration (including early
admission, ungraded instruction, and
gaining university credits in secondary
school); homogeneous and heterogeneous
grouping; and forms of enrichment (such
as formal programs, independent study,
and use of community resources). Sug-
gestions are offered for planning a
systemwide educational program to stim-
ulate outstanding achievement. Also
provided is a bibliography listing approx-
imately 50 references on the gifted. (LH)

ABSTRACT 462

EC 08 0462 ED N. A.
Publ. Date Win 75 7p.

**Malone, Charlotte E.
Moonan, William J.
Behavioral Identification of Gifted
Children.**

Gifted Child Quarterly; V19 N4 P301-
306. 271 Win 1975

Descriptors: Gifted*; Early Childhood
Education*; Talent Identification*;
Behavior*; Individual Characteristics*;
Exceptional Child Education; Kindergar-
ten;

Identifiers: Behavioral Identification Of
Giftedness Questionnaire;

The gifted child is discussed in terms of
the importance of early education, diffi-
culties of identification, and identification
based on behavioral information. It is
noted that since gifted children tend to
conform to the norm by minimizing their
abilities, they should be provided with
gifted peer group experiences as early as
kindergarten. Studies are cited which
show that kindergarten teachers identify
only a small percentage of the gifted stu-
dent population. The Behavioral Identifi-
cation of Giftedness (BIG) questionnaire
with items based on personal teaching
experience, a mother's suggestions, and
literature on behavioral characteristics of
gifted children is supported as being
100% accurate in predicting giftedness.
(SB)

ABSTRACT 397

EC 08 0397 ED 115 019
Publ. Date Sep 75 127p.

Hogan, Robert.
Garvey, Catherine.

Study of Verbally Gifted Youth.

EDRS mf;hc
Third Annual Report to the Spencer
Foundation: 1 September 1974 - 1 Sep-
tember 1975.

Descriptors: Gifted*; Talent
Identification*; Program Descriptions*;
Program Evaluation*; Enrichment*;
Exceptional Child Research; Adoles-
cents; Definitions; Verbal Ability;

Identifiers: Humanistic Precocity;

Reported are findings from the third year
of a project concerned with identification
and facilitation of humanistic precocity
in early adolescence. The project is ex-
plained to have focused on students who
showed a precocious concern with and
ability to reason about social, moral, and
political problems. Described are at-
tempts to define humanistic precocity
and procedures used to select the 120
Talent Search winners for 1975. Content
covered in social science and creative
writing summer enrichment courses is
outlined, and results of evaluation of
both the courses and participant selec-
tion procedures are provided. Discussed
are student counseling and information
dissemination facets of the project. It is
reported that humanistic precocity was
found in quantitatively as well as verbally
gifted students. Results of the project
are said to include the development of a
successful curriculum for training hu-
manistic precocity. Appendixes consist
of research studies on the following top-
ics: the personalogical significance of
differential quantitative and verbal talent;
the development of political reasoning in
verbally talented children; humanistic
precocity and general intelligence; and
evaluation of a program for the enrich-
ment of humanistic talent. (For a related
document, see EC 06 2943.) (LS)

ABSTRACT 317

EC 08 0317 ED N. A.
Publ. Date Win 76 5p.

Vautour, J. A. Camille.
**Discovering and Motivating the Artis-
tically Gifted LD Child.**
Teaching Exceptional Children; V8 N2
P92-96 Win 1976

Descriptors: Learning Disabilities*;
Gifted*; Art*; Reading Skills*; Teaching
Methods*; Exceptional Child Education;
Multiply Handicapped; Motivation; Tal-
ent Identification;

Four learning disabled students identified
as artistically gifted participate in a read-
ing program in which they write and il-
lustrate stories and use an audio dicta-
tory to practice new vocabulary. (CL)

ABSTRACT 221

EC 08 0221 ED 113 889
Publ. Date 75 15p.

McWilliams, Earl M.
**Intermediate Unit Programs for the
Gifted, 1975- 1976.**
Bucks County Intermediate Unit 22,
Doylestown, Pa.
EDRS mf;hc

Descriptors: Gifted*; Educational
Programs*; Talent Identification*; State
Standards*; Student Evaluation*; Excep-

tional Child Education; Exceptional Child Services; Guidelines; Services; Demonstration Projects; Check Lists; Resource Centers; Instructional Materials; Teacher Qualifications;

Identifier: Pennsylvania (Bucks County); Informal Assessment;

Bucks County, Pennsylvania intermediate unit (IU) programs for the gifted are discussed in terms of Pennsylvania standards for the gifted, pupil selection methods, and IU services for the gifted and talented. Among topics covered in a section on program standards are guidelines for selecting gifted pupils (from kindergarten through the grades); organizational patterns (such as independent study, tutoring, and small group instruction); special instructional materials; and personnel certification requirements. Briefly explained are methods for pupil selection such as observation of personal qualities, identification of superior readers, and criteria (including social or economic deprivation and learning disabilities) for exceptions to the minimum IQ requirement of 130. Descriptions of the IU services provided include seven types of pilot programs in such areas as humanities, special interest enrichment programs, philosophy, and mathematics; art scholarships for talented 10th and 11th grade pupils; and a resource center which houses media and curricular materials as well as a professional library on the gifted and talented. Appended are a worksheet to record multiple data for pupils, and sample checklists to screen for giftedness, evaluate personal qualifications, and identify superior reading skills. (SB)

ABSTRACT 217

EC 08 0217 ED 112 631
Publ. Date May 75 23p.
Christensen, Genelle

Guidelines for Gifted/Talented Programs.

Idaho State Dept. of Education, Boise.
EDRS mf,hc

Descriptors: Gifted*; State Programs*; Guidelines*; Educational Programs*; Program Planning*; Exceptional Child Education; Definitions; Talent Identification; Evaluation; Educational Alternatives; Personnel Selection; Program Budgeting;

Identifier: Idaho*;

Presented are guidelines for planning, establishing, and operating gifted/talented programs for exceptional children in Idaho. Topics are outlined which include definitions of terms related to gifted/talented education; general and specific program criteria; criteria for student selection (identification, comprehensive evaluation/assessment, additional considerations, and due process and confidentiality); program alternatives (special group arrangements) and general guidelines; personnel requirements (teacher traits and characteristics, teacher qualifications, inservice education, parent programs, and programs for mentors); time line for implementation; evaluation (general principles, general areas, and techniques); budget and finance (income,

income generated by students, and accounting for funds). Also provided is an appendix listing tests useful in diagnosing the following areas of gifted/talented ability: academically gifted, creative or productive thinking, leadership ability, visual or performing arts, and manipulative skills. (SB)

ABSTRACT 172

EC 08 0172 ED 112 625
Publ. Date 75 90p.
Khatena, Joe.

Project Talented and Gifted Second Evaluation Report: ESEA Title III, Region II.

West Virginia State Dept. of Education, Charleston.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: Gifted*; Program Evaluation*; Program Descriptions*; Demonstration Projects*; Creativity*; Exceptional Child Research; Measurement Techniques; Staff Improvement; Parent Attitudes;

Identifier: West Virginia;

Presented in the annual (1974-75) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10-12 years old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. Results and recommendations from the first evaluation are outlined, and instruments used for the second evaluation are described in three sections: the experiment, student perceptions, and other sources. Reported are findings which included that Ss showed significant improvement in verbal originality and figural flexibility; that Ss improved in the areas of self strength and individuality; and compared to Ss' self perceptions in 1974, 1975 Ss' self perceptions significantly improved in environmental sensitivity, initiative, self strength, individuality, and intellectuality. Recommendations for the project's third year are noted which include the continued encouragement of effective use of the library. (For first project evaluation, see EC 08 0171.) (SB)

ABSTRACT 171

EC 08 0171 ED 112 624
Publ. Date 74 75p.
Khatena, Joe.

Project Talented and Gifted First Evaluation Report: ESEA Title III, Region II.

West Virginia State Dept. of Education, Charleston.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: Gifted*; Program Evaluation*; Program Descriptions*; Demonstration Projects*; Creativity*;

Exceptional Child Research; Measurement Techniques; Staff Improvement; Parent Attitudes;

Identifier: West Virginia;

Presented in the annual (1973-74) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10-12 years old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. Procedures, results, and evaluation instruments are described in three sections: the experiment, student-parent perceptions, and other sources. Reported are findings which included that Ss showed significant improvement in verbal originality; that the program did not appear to have brought improvement in areas of figural fluency, flexibility, originality, and elaboration; that both parent and student perceptions indicated that students were weakest in initiative and/or leadership experiences; that staff assessment was generally positive; and that recommendations made by resource personnel were both pertinent and valuable. Recommendations are noted for the project's second year which include special attention and emphasis to development of creative thinking abilities in fluency, flexibility, originality, and elaboration. (For second project evaluation, see EC 08 0172.) (SB)

ABSTRACT 134

EC 08 0134 ED N. A.
Publ. Date 75 481p.
Barbe, Walter B., Ed.
Renzulli, Joseph S., Ed.

Psychology and Education of the Gifted. Second Edition.

John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016 (\$12.95)

Descriptors: Exceptional Child Education; Gifted*; Creative Ability*; Student Characteristics*; Talent Identification*; Educational Methods*; Historical Reviews*; Emotional Problems*; Interpersonal Competence*; Program Development*; Motivation*;

Presented are 48 papers on the education of the gifted including characteristics of the gifted and creative, identification and measurement of giftedness, developing and encouraging giftedness, and teaching the gifted. Included are the following titles (numbers refer to abstracts of individual papers): "The Discovery and Encouragement of Exceptional Talent" (L. Terman); "A Backward and Forward Glance at the Gifted" EC 05 2249 (A. Tannenbaum); "A New Approach to the Study of Genius" (L. Terman); "The Education of the Gifted and Creative in the US" EC 03 3162 (P. Witty); "Emerging Concepts of Giftedness" (E. P. Torrance); "The Meaning of Giftedness -- An Examination of an Expanding Concept" (J. Getzels); "Basic Concepts" EC 02 0800 (V. Ward); "Three Faces of Intellect" (J. Guilford); "Primary Mental Abilities of Children" (T. Thurstone); "The Study of Giftedness -- A Multi-

mensional Approach" (J. Getzels); "A Study of the Family Background of the Gifted" (W. Barbe); "A Psychologist Examines 64 Eminent Scientists" (A. Roe); "Research Summary of Characteristics of the Gifted" EC 01 0910 (J. Gallagher); "The Nature and Nurture of Creative Talent" (D. MacKinnon); "Originality in Relation to Personality and Intellect" (F. Barron); "Identification of Creativity -- The Individual" (M. Dellas); "Adjustment Problems of the Gifted" (E. Grotberg); "Problems of Highly Creative Children" (E. P. Torrance); "Friendship and the Intellectually Gifted Child" (H. O'shea); "Problems in the Identification of Intellectually Gifted" (R. Martinson); "Problems in the Assessment of Creative Thinking" EC 03 2839 (D. Treffinger); "Locating Gifted Children in Junior High School" (C. Pegnanon); "Identification of the Socially Gifted" (R. Jarecky); "Scale for Rating the Behavioral Characteristics of Superior Students" (J. Renzulli); "What Kind of Person are You? -- A Brief Screening Device for Identifying Creatively Gifted Adolescents and Adults" EC 03 0089 (E.P. Torrance); "Identification -- Responsibility of Both Principal and Teachers" (J. Gowan); "The Measurement of Individual Differences in Originality" (R. C. Wilson); "Program Organization and Implementation" (V. Ward); "Early School Admission for Mentally Advanced Children" (J. Birch); "Homogeneous-Grouping for Gifted Children" (W. Barbe); "Designing and Implementing a Program for the Gifted and Talented" (L. Lanza); "Identifying Key Features in Programs for the Gifted" (J. Renzulli); "Schedules, Bells, Groups, and Independent Study" (W. Griffin); "A Model for the Analysis of Inquiry" (R. Suchman); "Learning by Discovery -- Psychological and Educational Rationale" (H. Taba); "Learning and the Learning Center" (M. Krohn); "The Enhancement of Creativity" (H. Hughes); "Methods and Educational Programs for Stimulating Creativity" EC 03 2841 (D. Treffinger); "Developing Imagination Through SCAMPER" (R. Eberle); "Methods for Encouraging Creativity in the Classroom" (R. Goodale); "The Gifted and the Disadvantaged" EC 05 2250 (A. Passow); "Talent Potential in Minority Groups: Students" EC 05 1190 (J. Renzulli); "Cultivating New Talents -- A Way to Reach the Educationally Deprived" (C. Taylor); "The Highly Intelligent Dropout" (J. French); "Teaching the Gifted -- A New Frame of Reference" (W. Barbe); "The Role of the Teacher of Gifted and Creative Children" (J. Nelson); "Characteristics of Teachers Judged Successful by Intellectually Gifted, High Achieving High School Students" EC 01 0731 (W. Bishop); "Creative Teaching Makes a Difference" (E.P. Torrance). (DB)